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ABSTRACT

This comprehensive informal reading inventory was based on the Harper and Row Basic Reading Program. It includes four major sections: a reading attitude inventory, a phonics inventory, a word recognition checklist, and an oral and silent reading inventory. The reading attitude measure is a list of 25 questions to be read silently and answered with yes or no or with a one-word response. Word recognition lists of 20 words each at levels preprimer through grade 6 are provided. Separate phonics inventories based on the skills sequence of the Harper and Row Reading Program are provided for preprimer through grade 3. The phonics inventory for grades 4 through 6 consists of 20 nonsense words. If the student reads these words aloud successfully, no further testing of phonics is suggested. Both an oral and a silent reading selection are included for grades 1 through 3. For each selection there are motivating questions and four to six comprehension questions, noted as either factual or inferential. One longer selection (about 200 words) for oral and/or silent reading is included for each of levels 4, 5, and 6. A chart of the number of errors which indicates the independent, instructional, and functional levels for each selection is provided. A summary survey form and references are included. (CM)

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ED038248

ELEMENTARY READING INVENTORY

ELMIRA CITY SCHOOL DISTRICT

TITLE I ESEA

SEPTEMBER, 1969

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PREFACE

We believe the pages that follow contain one of the most comprehensive informal reading inventories available to our elementary teaching staff. Preparation of the reading inventory was supported with Federal funds made available through Title I of the Elementary and Secondary Education Act.

A great deal of concentrated time and effort have gone into the preparation of the inventory. We are indebted to Mrs. Verlene McGee, Mr. Joseph Madero, and Mrs. Donna Vroman who researched, compiled and prepared the instrument.

It is our hope that all teachers will find the inventory useful in providing a richer program for their students by determining more adequately their specific needs.

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Kenneth Ring, Supervisor
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INTRODUCTION

This informal reading inventory is to be used to give you, the teacher, accurate information about a student's reading ability. It is divided into four basic sections: reading attitude inventory; the phonics inventory; the word recognition checklist; and the oral and silent reading inventory. Use just the section of the test that will give you the information desired. All sections of the test have been carefully constructed to make testing and grading simple.

Good motivation is important. It can influence the test results. Spend as much time as you need to prepare the child for the inventory. When you finish your testing it is crucial that the teacher complete the summary survey sheet very carefully to have a good evaluation of the child's strengths and weaknesses in reading.

The inventory is based primarily on the Harper & Row Basic Reading Program used in the Elmira City School System.

DIRECTIONS FOR ADMINISTRATION

I - DIRECTIONS:

A. Each examiner will need a copy of the stories for each child to be tested and one copy to be used by all of the children for reading purposes. The child's copy should be mounted on firm material omitting both the introduction and the questions and is reusable. The teacher's copy should be used for recording all errors made by the child and cannot be used again.

B. For children in the first three grade levels the examination should begin with the very first paragraph and should continue until the desired information is gathered (see II E).

C. Errors made by the child should be recorded on the teacher's copy of the test. Different types of errors and the symbols to represent them are given below:

Types of Errors	Symbols
Omitted words or parts	Circle around omitted word
Mispronunciation	Spell child's pronunciation phonetically
Words repeated	Write R above repeated word
Unable to name word (teacher pronounces it)	Write P above pronounced word
Insertions of words of syllables	Write with the inserted part
Hesitates over words	Write H above hesitated word

Record the nature of the error as nearly as you can. Do not correct any error unless asked to do so by the child. If a child pauses for approximately five seconds, supply the correct word and mark it accordingly.

Example: Horace was a little light green and yellow octopus. He was a very, very friendly octopus. He liked by everyone. But not everyone liked him.

II - READING LEVELS:

A. The Independent Reading Level is the book level at which a child can read INDEPENDENTLY with ease and understanding. This is

the level at which he should do supplementary reading unsupervised library reading for enjoyment or information.

B. The Instruction Reading Level is the highest book level at which the pupil is able to read with success under THE TEACHER'S GUIDANCE. It is the level at which the teacher begins purposeful teacher-directed reading.

C. The Frustration Level is the book level at which the child "bogs down" because he is unable to comprehend what he is trying to read. The teacher makes no use of this level, but she should know that such a level exists.

STANDARDS FOR READING LEVELS

	Independent Level	Instructional Level	Frustration Level
Comprehension (based on both thought and fact questions)	90% score	75% score	Less than 50% score
Vocabulary (based on 100 running words)	Pupil is able to pronounce 99 words	Pupil is able to pronounce at least 95 words	Pupil fails to pronounce 10 or more words
Oral Reading	Natural, rhythmical, well phrased	Natural, rhythmical, well phrased	Jerky, unnatural, many substitutions, omissions, and repetitions
Tensions	None	None	Finger pointing frowning, erratic body movements, faulty breath control

D. Level guides for stories, showing number of errors of all kinds.

Story Level	Approximate Number of Words	Independent	Instructional	Frustratic
P-P	40	1	3	5 or more
P	52	1	3	5 or more
1	67	1	4	6 or more
2	73	2	5	10 or more
3-1	158	1	4	6 or more
3-2	159	1	4	8 or more
4-1	160	3	7	15 or more

D. (con't.)

Story Level	Approximate Number of Words	Independent	Instructional	Frustration
4-2	204	4	10	20 or more
5	214	4	10	20 or more
6	227	4	11	22 or more
7	195	4	10	20 or more
8	168	3	7	15 or more

These levels are estimates only based upon the number of words and will not include oral reading habits, the tensions of the child, and the comprehension score. The stories in this inventory will have approximately the number of words listed above, but they will not be exact.

E. Stopping the examination:

1. After 7 or more errors are made on stories P-P through 4-1.
2. After 10 or more errors are made on stories 4-2 through 8.
3. At any time comprehension falls below 75%.
4. When tensions affect the results of the test.

III - EXAMINING THE ERRORS MADE

A. Oral reading check list: The oral reading check list should be completed after the testing is complete and should include observations made during the entire testing period

B. Comprehension errors: The errors in recall should be examined as to type in addition to giving a per cent correct.

C. Tensions and mannerisms should be noted as carefully as possible.

READING ATTITUDE INVENTORY

To Teachers:

Begin by instructing the pupils to read the section addressed to them to themselves while you read their instructions aloud.

To Pupils:

Read the following instructions silently while I read them aloud to you.

"The questions listed below are not a test, therefore, there are not any right or wrong answers. In answering these questions we will find out how you feel about reading."

Each of the questions listed has either a blank space or a YES or NO following it. When you come to a blank space write your answer and when you come to a YES or NO draw a circle around the word you choose.

Samples:

(A.) How many books have you read for enjoyment this past week? _____

If you read (1) did you write that number on the blank space provided? If you didn't read any books for enjoyment this past week you would write the word none on the blank space.

(B.) Do stories in books bore you ? YES NO

If stories in books bore you, you should circle the word YES -- if they do not bore you, you should circle the word NO.

There is no time limit on answering these questions so be sure to answer all of them.

1.	Do you read books for fun?	YES NO
2.	Do you enjoy acting out stories you read?	YES NO
3.	Do you like to read out loud in class?	YES NO
4.	What is your best subject in class?	_____
5.	If you make mistakes when you read out loud, how do you feel?	_____
6.	Do you like to tell stories to others?	YES NO
7.	Do you like to read different kinds of stories?	YES NO
8.	What is your favorite kind of story?	_____
9.	Do you think you need help in reading?	YES NO
10.	Do you have a library card?	YES NO
11.	How often do you visit the library?	_____
12.	Do you like to read before you go to bed?	YES NO
13.	Do you learn more about a story when someone reads it to you or when you read it by yourself?	SELF OTHER
14.	Do you understand what you are reading?	YES NO
15.	Do you like to answer questions about what you read?	YES NO
16.	How many books have you read for enjoyment this past month?	YES NO
17.	Do you think knowing how to read well is important?	YES NO
18.	Do you enjoy listening to others read stories to you?	YES NO
19.	Do you have trouble figuring out words?	YES NO
20.	Do you enjoy learning new words?	YES NO
21.	Do you enjoy learning what new words mean?	YES NO
22.	Do you like to make up stories to tell to others?	YES NO

23. When you take a reading test, how do you feel? _____

24. What is the name of your favorite magazine? _____

25. Does your family receive magazines at home? _____

WORD RECOGNITION LIST

The word recognition checklist is designed to determine whether a child has mastered the basic sight vocabulary of the grade level on which he is being tested. Administer the entire test at the particular grade level so that a score may be obtained. If the child achieves a score below 75%, go to the next lower level and retest.

WORD RECOGNITION

Pre-Primer

1. go
2. jump
3. the
4. down
5. come
6. may
7. for
8. to
9. is
10. something
11. green
12. out
13. play
14. we
15. morning
16. she
17. town
18. tell
19. but
20. her

Per Cent Correct ___
5 points per word

Primer

1. just
2. best
3. him
4. eat
5. while
6. it
7. give
8. that
9. help
10. different
11. long
12. of
13. faster
14. ran
15. new
16. yourself
17. was
18. pull
19. show
20. coat

Per Cent Correct_
5 points per word

WORD RECOGNITION

First Level		Second Level	
1.	itself	1.	found
2.	called	2.	keeps
3.	much	3.	never
4.	them	4.	put
5.	know	5.	us
6.	find	6.	live
7.	laughed	7.	does
8.	trip	8.	where
9.	no	9.	question
10.	read	10.	ever
11.	better	11.	has
12.	peeped	12.	clean
13.	who	13.	gave
14.	again	14.	many
15.	started	15.	couldn't
16.	under	16.	always
17.	grow	17.	only
18.	our	18.	because
19.	everyone	19.	thank
20.	hot	20.	rub
	Per Cent Correct___		Per Cent Correct__
	5 points per word		5 points per word

SKILL AREA - WORD RECOGNITION

Third Level	Fourth Level
1. bagpipes	1. disturb
2. flocks	2. form
3. kettle	3. careless
4. orange-colored	4. memory
5. thought	5. arena
6. protecting	6. explore
7. lever	7. prairie
8. gathered	8. swiftest
9. cobbler's	9. reservation
10. also	10. inventor
11. excite	11. library
12. I've	12. breath
13. native	13. museum
14. reins	14. venture
15. written	15. victory
16. quickly	16. respect
17. might	17. trespass
18. healthy	18. gradual
19. disappeared	19. scene
20. satisfying	20. trans - Atlantic
Per Cent Correct ____	Per Cent Correct_
5 points per word	5 points per word

WORD RECOGNITION

Fifth Level

1. disappear
2. co-ordinate
3. dreadful
4. temperament
5. variable
6. ceaseless
7. temptation
8. regularly
9. northward
10. phoenix
11. respire
12. flexibility
13. alchemy
14. reign
15. facial
16. inhabit
17. type
18. accumulate
19. extinct
20. independent

Per Cent Correct_____

5 points per word

Sixth Level

1. folklore
2. descendant
3. plumb
4. horizontally
5. refuge
6. disagreement
7. guiltiest
8. lather
9. irritable
10. ashore
11. specification
12. transgressor
13. perilous
14. migration
15. experimental
16. bruise
17. acquaintance
18. banquet
19. counselor
20. melodious

Per Cent Correct ___

5 points per word

PHONICS INVENTORY

This is an inventory based on the approach used in the Harper and Row Basic Reading Program. Each section is based on the grade level. The examiner may use only the section (s) needed.

The examiner should stop the testing of any one section when the child misses several consecutively. The examiner may go back to a lower level.

A worksheet is included to be used by the examiner or the child.

PHONICS INVENTORY

PRE-PRIMER

I. Initial Consonants

Directions: Listen carefully as I read a list of words. Circle the letter(s) you hear at the beginning of the word.

PP1	1.	juice	PP2	6.	list	PP3	11.	ranch	PP4 16. why
	2.	mind		7.	waste		12.	terse	17. rich
	3.	come		8.	hemp		13.	baste	18. yarn
	4.	sight		9.	ghost		14.	fight	19. when
	5.	ditch		10.	navè		15.	yoke	20. shut

II. Rhyming Words

Directions: Listen carefully as I read these words. Circle a word in each row that rhymes with the word I say.

1. down ---------- her ---------- play ---------- town
2. how ---------- look ---------- now ---------- want
3. talk ---------- get ---------- some ---------- walk
4. try ---------- saw ---------- my ---------- home
5. track ---------- back ---------- stop ---------- want
6. hood ---------- may ---------- good ---------- ride

PRIMER

I. Final Consonants

Directions: Listen carefully as I read each word. Circle the word that ends the same as the word I read.

1.	shout	was	night	pull
2.	door	bad	go	hair
3.	need	tree	bad	work
4.	cry	by	jump	down
5.	fall	right	football	party
6.	clown	out	old	sun

II. Initial and Final Consonant Cluster and Digraphs

Directions: Listen carefully as I read each word. Circle the word that begins the same as the word I say.

1.	stale	train	stay	fresh
2.	swain	hair	brown	sweater
3.	grape	grass	fly	tree
4.	where	this	white	sweater
5.	there	that	shadow	stop
6.	shut	surprise	your	show

Listen to this word. Circle the word that ends the same.

7.	dust	skates	best	work

III. Phonetic Parts

A. Verbs

Directions: Read the words below.

feel	feeling	feels
go	going	

III. Phonetic Parts (con't.)

hop	hops	
look	looking	looks
see	sees	seeing
stop	stops	
tell	telling	tells

Directions: Read the sentence for me. Pick out the right word at the end.

1. Little rabbit can (hop, hops).
2. A squirrel likes to (climb, climbs).
3. The frog can (jump, jumps).
4. She is (look, looks, looking) at the cake.
5. Janet is (helps, help, helping) Miss Mary.
6. See her (working, work, works).

B. Compound Words

Directions: Draw a line from the words in column 1 to the words in column 2 to make compound words. Read the compound words in column 3.

1. -	2. -	3. -
foot	box	someday
fire	ball	yourself
rain	man	birthday
mail	coat	earrings

C. Plurals

Directions: Select the correct word to finish the sentences.

1. Here are some (puppet, puppets).
2. Here are some (coat, coats).

III. Phonetic Parts (con't.)

C. Plurals

3. The little lambs ran home to their (mother, mothers).

4. My (leg, legs) are not long enough.

D. Vowel Sounds

Directions: Have the child read the word if he can. Read it for him if he cannot. Repeat the sound that you wish the child to underline in each word.

1. meadow (ow)

2. birthday (ay)

3. hamburger (er)

4. party (ar)

5. squirrel (ir)

FIRST READER

I. Initial Clusters

Directions: Listen carefully to the word I read. Select a word in each row that begins like the word I read. (Stop the test if the child makes 4 successive mistakes).

1.	blast	bear	black	branch
2.	brace	branch	black	bold
3.	clear	could	climb	crowd
4.	slender	stories	snake	slowpoke
5.	freeze	front	flew	far
6.	dripped	dry	door	fun
7.	flat	flew	fire	fun
8.	groan	game	grass	going
9.	speech	start	suit	spell
10.	quick	quack	puppets	pond
11.	store	sun	story	swim
12.	sweet	shadow	see	swim

II. Final Consonants

Directions: Select the word or words in each row that end like the one I read to you.

1.	chalk	start	walk	look
2.	clam	cream	rabbit	old
3.	still	miss	sat	spell
4.	rap	sheep	quack	not
5.	fly	sun	my	page

III. Initial and Final Digraphs

Directions: Select the word in each row that begins or ends like the word that I say. (Note: the last three are final digraphs)

1.	throw	told	three	tease
2.	cheap	chase	coat	compass
3.	knot	keen	knew	had
4.	porch	catch	chase	climb
5.	pick	quarters	quack	poked
6.	fast	next	nest	now

IV. Vowels - Long and Short

Directions: Read the list of words below. Write the vowel sound you hear on the first line and indicate on the line beside it whether the vowel is long or short. Write L for long and S for short.

1.	wet	6.	oh
2.	bad	7.	tease
3.	trip	8.	suit
4.	hop	9.	wise
5.	run	10.	make

V. Other Vowel Sounds

Directions: Some vowels work as a team. Listen carefully to the vowel sounds in each word. It may be two vowels working together or a vowel plus the consonant R or W and sometimes Y. Read each word below. Underline the vowel sound and pronounce it.

1.	room	3.	day	5.	book	7.	flew	9.	slow	11.	skirt
2.	barn	4.	first	6.	her	8.	owl	10.	far	12.	clown

VI. Word Structure

Directions: Read the sentences below. Select the correct words for each of the following sentences.

1. Mother (know, knows, knowing) how to make a good cake.
2. When Mark came home it was (started, starting)to rain.
3. A bear is happy when he (finds, finding) a fish.
4. Mr. Green was (paints, painting) his house.
5. Socks (slowed, slowing) down as he came to the corner.

SECOND READER

I. Word Structure

A. Noun Forms - S in plurals

Directions: Select the word that completes the sentence.

Read the sentences:

1. Did you hear that (owl, owls).
2. Three (corner, corners) of the room are dark.
3. My (uncle, uncles) are going to sing.
4. I want a (suit, suits) just like that one.

B. Syllable Division:

Directions: Divide the list of words below into syllables. Place the accent mark on the accented syllable.

1.	gallon	gal lon
2.	agreed	a greed
3.	sorry	sor ry

C. Suffixes - Prefixes

Directions: Read the words listed below.

1.	shadowy	sleepy	5.	read	reread
2.	friendly	madly	6.	write	rewrite
3.	madness	careless	7.	turn	return
4.	careful	playful	8.	like	unlike

D. Contractions

Directions: Read the contraction in column 1 and tell me which one it matches with in column 2.

couldn't	have not
what's	dinner is

I. Word Structure (con't.)

D. Contractions

can't	could not
haven't	what is
dinner's	cannot
isn't	did not
didn't	is not

E. Possessive Forms

Directions: Read each line to me. Circle the one word that shows to whom it belongs.

1.	Mark	marks	Mark's
2.	Jane	Janes	Jane's
3.	bird	bird's	birds
4.	dog	dogs	dog's

F. Other Word Forms

Directions: Read the following words. Complete the sentences below by choosing a word in parentheses.

stopping running swimmer bigger fattest biggest

1. Daddy is (bigger, biggest) than Mother.
2. This apple is the (greener, greenest) of the three.
3. She is (runner, running) to catch the bus.

II. Phonetic Parts

Directions: Read the words below. Pronounce the underlined parts.

paint	pine	boat	tail
pin	meet	tat	may
met	born	join	beat
saw	boy	bet	her

III. Initial and Final Clusters and Digraphs

Directions: Read the words below. Pronounce the underline parts.

skate	street	snow	play	fish
bring	hand	sent	chance	present

IV. Multiple Sounds of Consonants

Directions: Read each group of words. Tell whether the underlined letter has the soft or hard sound.

camel	giant	wings
race	wagon	has
catbird	pig	bus

V. Letter Groups

Directions: Read each word below. Beside the letter make a new word that rhymes with the word that you pronounced.

bright	l_____
bank	t_____
sink	s_____

THIRD READER

I. Syllables

Directions: Listen as I pronounce each word. Circle the number of syllables in each word.

1. problem (2)
2. newspaper (3)
3. book (1)
4. letter (2)
5. radio (3)
6. globe (1)
7. telephone (3)
8. combination (4)

II. Word Structure

Directions: Read the base word in column 1. Go to column 2 and read the new word.

	(1)	(2)
1.	arrange	arranging
2.	fold	folded
3.	leaf	leaves
4.	broke	broken
5.	fry	fried
6.	cry	cries
7.	satisfy	satisfying
8.	merry	merrily
9.	silly	sillier
10.	happy	happiest
11.	nasty	nastiness
12.	fat	fatter

III. Comparative Forms

Directions: Look at the words below. Fill in the missing words. The first one has been done for you.

III. Comparative Forms (con't.)

1.	good	better	best
2.	funny	_____	funniest
3.	jolly	jollier	_____
4.	room	_____	roomiest
5.	short	shorter	_____
6.	hot	_____	hottest

IV. Suffixes and Prefixes

Directions: Read the base word in column 1. Go to column 2 and then read the new words.

	(1)	(2)
1.	sky	skyward
2.	proud	proudly
3.	glad	gladden
4.	astonish	astonishment
5.	bright	brightness
6.	pay	payment
7.	care	careless
8.	smiling	unsmiling
9.	read	reread
10.	willing	unwilling
11.	appeared	disappeared
12.	cover	uncover

V. Nouns Forming their Plurals

Directions: In each row circle the word that shows the plur form.

V. Nouns Forming their Plurals (con't.)

1.	country	countrys	countries
2.	thief	thieves	thiefs
3.	calf	calfs	calves
4.	stories	story	storys

FOURTH, FITH, AND SIXTH READER

I. Nonsense Words

Directions: Have the student pronounce the list of words below. If he does not read these words successfully, the teacher will have to regress to other sections of the Phonics Inventory. If a student succeeds with the list of words, no further testing of phonics is necessary.

1. flitwing (flit' - wing)
2. conparament (kon par' ə ment)
3. whiguster (wi' g s t r)
4. blotement (blot ə ment)
5. crasmonster (kras' mon st r)
6. clubstentively (klub sten' tiv ly)
7. flingerbopper (fling' r bop p r)
8. whistment (is' ment)
9. ring seal (ring' sel)
10. cramagrant (kra m' ə grant)
11. fragstate (frag' stat)
12. tamflitting (t m flit' ting)
13. pegment (peg' ment)
14. aggravement (ə grav' ment)
15. calpillage (kal pil' ij)

PHONICS INVENTORY WORKSHEET

PRE-PRIMER

I. Initial Consonants

1. d - j
2. m - s
3. c - j
4. c - s
5. m - d
6. h - l - g
7. m - c -- w
8. j - h - d
9. g - l - s
10. w - c - n

11. r - f - b - w
12. m - l - t - c
13. f - g - y - b
14. f - j - h - l
15. y - w -- t - r
16. d - s -- m - w
17. r - f - w - b
18. w - r - t - y
19. th - wh - sh
20. wh - sh - th

II. Rhyming Words

1. her play town
2. look now want
3. get some walk
4. sow my home
5. back stop want
6. may good ride

PRIMER

I. Final Consonants

1.	was	night	pull
2.	bad	go	hair
3.	tree	bad	work
4.	by	jump	down
5.	right	football	party
6.	out	old	sun

II. Initial and Final Consonant Blends and Digraphs

1.	train	stay	fresh
2.	hair	brown	sweater
3.	grass	fly	tree
4.	this	white	sweater
5.	that	shadow	stop
6.	surprise	your	show
7.	skates	best	work

III. Phonetic Parts

A. Verbs

1.	feel	feeling	feels
	go	going	
	hop	hops	
	look	looking	looks
	see	sees	seeing
	stop	stops	

III. Phonetic Parts (con't.)

A. Verbs

tell telling tells

2. Little rabbit can (hop, hops).
3. A squirrel likes to (climb, climbs).
4. The frog can (jump, jumps).
5. She is (look, looks, looking) at the cake.
6. Janet is (helps, help, helping) miss Mary.
7. See her (working, work, works).

B. Compound Words

(1)	(2)	(3)
foot	box	someday
fire	ball	yourself
rain	man	birthday
mail	coat	earrings

C. Plurals

1. Here are some (puppet, puppets).
2. Here is a (coat, coats).
3. Little lamb ran home to her (mother, mothers).
4. My (leg, legs) are not long enough).

D. Vowel Sounds

1. meadow
2. birthday
3. hamburger
4. party
5. squirrel

FIRST READER

I. Initial Cluster

1.	bear	black	branch
2.	branch	black	bold
3.	could	climb	crowd
4.	stories	shake	slowpoke
5.	front	flew	far
6.	door	dry	fun
7.	flew	fire	fun
8.	game	grass	going
9.	start	suit	spell
10.	quack	puppets	pond
11.	sun	story	swim
12.	shadow	see	swim

II. Final Consonants

1.	start	walk	look
2.	cream	rabbit	old
3.	miss	sat	spell
4.	sheep	quack	not
5.	sun	my	page

III. Initial and Final Digraphs

1.	told	three	tease
2.	chase	coat	compass
3.	keen	knew	had
4.	catch	chase	climb

III. Initial and Final Digraphs (con't.)

5.	quarters	quack	poked
6.	next	nest	now

IV. Vowels - Long and Short

1.	wet	____	____
2.	bad	____	____
3.	trip	____	____
4.	hop	____	____
5.	run	____	____
6.	oh	____	____
7.	tease	____	____
8.	suit	____	____
9.	wise	____	____
10.	make	____	____

V. Other Vowel Sounds

1.	room	7.	flew
2.	barn	8.	owl
3.	day	9.	slow
4.	first	10.	far
5.	book	11.	skirt
6.	her	12.	clown

VI. Word Structure

1. Mother (know, knows, knowing) how to make a good cake.

VI. Word Structure (con't.)

2. When Mark came home it was (started, starting) to rain
3. A bear is happy when he (fi finding) a fish.
4. Mr. Green was (paints, pain his house.
5. Socks (slowed, slowing) dow he came to the corner.

SECOND READER

I. Word Structure

A. Noun forms

1. Did you hear that (owl, owls)?
2. Three (corner, corners) of the room are dark.
3. My (uncle, uncles) are going to sing.
4. I want a (suit, suits) just like that one.

B. Syllable division

1. gallon _____
2. agreed _____
3. sorry _____

C. Suffixes - prefixes

1.	shadowy	sleepy	5.	read	reread
2.	friendly	madly	6.	write	rewrite
3.	madness	careless	7.	turn	return
4.	careful	playful	8.	like	unlike

D. Contractions

couldn't	have not
what's	dinner is
can't	could not
haven't	what is
dinner's	cannot
isn't	did not
didn't	is not

E. Possessive forms

1.	Mark	marks	Mark's
2.	Jane	Janes	Jane's
3.	bird	bird's	birds

4. dog dogs dog's

F. Other word forms

stopping running swimmer bigger

biggest fattest

1. Daddy is (bigger, biggest) than Mother.
2. This apple is the (greener, grennest) of the three.
3. She is (runner, running) to catch the bus.

II. Phonetic Parts

paint	saw	born	boy	join	may	her
pin	pine		boat	bet	beat	
met	meet		tat	tail		

III. Intial and Final Clusters and Digraphs

skate	street	snow	play	fish	present
bring	hand	sent	chance		

IV. Multiple Sounds of Consonants

camel	giant	wings
race	wagon	nas
catbird	pig	bus

V. Letter Groups

bright l-_____

bank t_____

pink s_____

THIRD READER

I. Syllables

1.	1	2	3	4	5.	1	2	3	4
2.	1	2	3	4	6.	1	2	3	4
3.	1	2	3	4	7.	1	2	3	4
4.	1	2	3	4	8.	1	2	3	4

II. Word Structure

	1	2
1.	arrange	arranging
2.	fold	folded
3.	leaf	leaves
4.	broke	broken
5.	fry	fried
6.	cry	cries
7.	satisfy	satisfying
8.	merry	merrily
9.	happy	happiest
10.	silly	sillier
11.	nasty	nastiness
12.	fat	fatter

III. Comparative forms

1.	good	better	best
2.	funny	_____	funniest
3.	jolly	jollier	_____
4.	room	_____	roomiest
5.	short	shorter	_____
6.	hot	_____	hottest

THIRD READER

I. Syllables

1.	1	2	3	4	5.	1	2	3	4
2.	1	2	3	4	6.	1	2	3	4
3.	1	2	3	4	7.	1	2	3	4
4.	1	2	3	4	8.	1	2	3	4

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III. Comparative forms

1.	good	better	best
2.	funny	_____	funniest
3.	jolly	jollier	_____
4.	room	_____	roomiest
5.	short	shorter	_____
6.	hot	_____	hottest

IV. Suffixes - Prefixes

	1	2
1.	sky	skywark
2.	proud	proudly
3.	glad	gladden
4.	astonish	astonishment
5.	bright	brightness
6.	pay	payment
7.	care	careless
8.	smiling	unsmiling
9.	read	reread
10.	willing	unwilling
11.	appeared	disappeared
12.	cover	uncover

V. Nouns forming their plurals

1.	country	countrys	countries
2.	thief	thieves	thiefs
3.	calf	calfs	calves
4.	stories	story	storys

FOURTH, FIFTH, AND SIXTH READER

I. Nonsense Words

1. flitwing
2. conparament
3. whigvster
4. blotement
5. crasmonster
6. clubstentively
7. flingerbopper
8. whistment
9. ring seal
10. cramagrant
11. fragstate
12. tamflitting
13. pegment
14. aggravement
15. calpillage

ORAL AND SILENT READING SELECTIONS

This section of the inventory is to be used to check the child's oral and silent reading habits and comprehension. The selections may be used to test the silent and/or oral reading ability of a student. It is suggested that the teacher use the comprehension check only when testing the silent reading. However, this is left to the discretion of the teacher because some teachers have their own reasons for checking comprehension after oral reading. Use motivation with both the silent and oral selections.

As a rule of thumb begin testing two grade levels below the actual grade level the child is currently in.

ERROR KEY

⬭ = omitted words or parts

M = mispronunciation - write childs pronunciation

R = repeated words

P = word pronounced by teacher

^ = inserted word

H = hesitated

STANDARDS FOR READING LEVELS

	Independent	Instructional	Frustration
Comprehension	90% score	75% score	Less than 50% score
Vocabulary			
(based on 100 wds.)	99	95	Fails to pronounce 100 or more
(based on 20 wds.)	19	15	- 5 to 10
Oral Reading	Natural ⟶	same	jerky unnatural substitutions omissions repetitions
	rhymthical ⟶	same	
	well-phrased ⟶	same	
Tensions	none ⟶	same	finger pointing frowning erratic body movement faulty breath control

CRITERIA FOR JUDGING ORAL AND SILENT READING

I. Purposes of reading

1. to locate main idea
2. to recall significant details and sequence of story
3. to classify ideas
4. to react critically to new ideas and themes
5. to make inferences and judgements
6. to follow directions
7. to anticipate outcomes
8. to skim, outline and summarize
9. to interpret mood, setting, character and plot development

PRE-PRIMER ORAL SELECTION

Motivation

1. Have you ever been in a real airplane?
2. Do you think an airplane can fly to the moon?
3. Would you like to go to the moon?

Below is part of a story about a little frog who wanted to go to the moon. Read to find out what the little frog wanted to know about the airplane.

Up to the moon (40 wds.)

Little frog saw a big airplane. "This airplane can fly," said the little frog. "Can this airplane fly up to the moon? I will see."

Did the airplane fly up to the moon?

The airplane did not.

Comprehension Check

(F) 1. What question did the little frog ask himself? (Can this airplane fly up to the moon?)

(F) 2. What did the little frog have to do to find out? (Wait and see)

(F) 3. Did the airplane fly up to the moon? (No, it did not)

(I) 4. Did little frog think an airplane could fly up to the moon? (Yes)

PRE-PRIMER SILENT SELECTION

Motivation

1. How high do you think a bird can fly?
2. Do you think a bird could fly to the moon?

Below is part of a story about a frog who wanted to fly to the moon with a bird. Read to find out if he did go.

Up to the Moon (46 words)

Little frog saw a bird.
"You can fly," said the frog.
"Can you fly to the moon?"
May I go with you?"
"I can fly," said the bird.
"But I can not fly to the moon.
You can not go with me."

Comprehension Check

(F) 1. What question did little frog ask the bird? (can you fly to the moon?)

(F) 2. What did the bird say he could do? (fly)

(F) 3. What did the bird say he could not do? (fly to the moon)

(I) 4. Did little frog want to go to the moon? (yes)

PRIMER ORAL SELECTION

Motivation

1. Have you ever had a birthday party?
2. Do you remember how many children were at your party?
3. What did you have to eat?
4. Who helped get things ready for the party?

Below is part of a story about a birthday party. Read and find out what kind of birthday party it was.

The Birthday Party (52 words)

Mark was going to have a big birthday party. A birthday party just for boys. "That is what he wants," said Mother. "That is what all boys want. A birthday party just for boys!"
"That is all right with me," said Janet to Mother. "I can help you work, Mother. We can have fun too."

Comprehension Check

(F) 1. What kind of party did Mark want? (A birthday party just for boys)

(I) 2. Why do you think Mark wanted a party just for boys? (accept any reasonable answer)

(F) 3. How did Janet feel about Mark's party? (she did not mind)

(F) 4. Who will help Mother with the party? (Janet)

PRIMER SILENT SELECTION

Motivation

1. Have you ever put on a show?
2. Do you think it would be fun to do?
3. What kind of a show would you have?

Below is part of a story about some children who are giving a show. Read to find out what kind of a show it was.

The Red Cross Show (63 words)

The morning for the show came.
"My mother is here," said Mark
"My mother just sat down," said David.
"Look Ann," said Janet.
"I see your daddy and mother.
Here comes Miss Mary.
Here comes Mr. Green."
"Here I am," said Mr. Green.
"Here is my dime to get in.
On with the show, boys!
On with the show!"

Comprehension Check

(F) 1. Are the parents attending the show? (yes)

(F) 2. What kind of show were the children having? (A Red Cross show)

(F) 3. What was the admission price? (ten cents)

(I) 4. Were the children anxious for people to come to their show? (yes)

FIRST READER ORAL SELECTION

Motivation

1. Have you ever earned any money?
2. What did you have to do to make money?
3. Do you think you could make money by writing stories?

Below is part of a story about two boys who thought they could make money. Read to find out how they could make money.

We Can Too (73 words)

Mark and David sat on the ground under
a big tree.
"See that man in the white T-Shirt, going
down the street," said Mark to David.
"Do you know how he makes money?
He writes stories for T.V.
He makes them up out of his head."
"He gets money for that?"
Said David in surprise.
"Is that all you have to do to make money?
Why, you and I are smart enough to do
that."

Comprehension Check

(F) 1. Where were Mark and David sitting? (under a big tree)

(F) 2. What was the man in the story wearing? (a white T-Shirt)

(F) 3. How did the man in the story make money? (by writing stories)

(F) 4. What did David think he and Mark could do? (earn money by

Comprehension Check (con't.)

writing stories)

(I) 5. Did David know the man in the white T-shirt at first? (no)

FIRST READER SILENT SELECTION

Motivation

1. Do you like the place where you live?
2. Did you ever think you would rather live in another part of the world?
3. If you could live in another place where would you like to live?

Below is part of a story about some people who live in another part of the world. Read to find out where these people live.

The Top of the World (67 words)

Eskimos are people who live at a place called the top of the world. What does it mean to live at the top of the world?

Think of yourself going in a rocket way up in the sky. Faster and faster you go! When you are far enough away the world seems like a big ball you could bounce around the sky.

Comprehension Check

(F) 1. What is the place called where the Eskimos live? (the top of the world)

(F) 2. When could the world look like a big ball to you? (when you are in a rocket far enough away)

SECOND READER ORAL SELECTION

Motivation

1. How do you feel when you know that school is almost over?

Below is part of a story that tells how children often feel on the last day of school. Read it to me to find out what kind of a feeling they have.

A Feeling in the Air (73 words)

The bright spring days were almost over. April and May had come to an end. Apple blossoms and tulips were gone for another year and summer was just around the corner.

Out in the Field School on Lake Street there was an uneasy feeling in the air. Everyone was waiting for something to happen. It was the last day of school. A little while and it would all be over.

Comprehension Check

(F) 1. Which spring flowers were gone? (apple blossoms and tulips)

(F) 2. What kind of feeling was in the air? (an easy feeling)

(F) 3. What was everyone waiting for? (something to happen)

(I) 4. Was this an exciting time of the year? (yes)

SECOND READER SILENT SELECTION

Motivation

1. What kind of material is your house made of?
2. Do you think you would like to live in a glass house?

Below is part of a story about someone who lived in a glass house. Read to find out more about this house.

The Nightingale (86 words)

Once upon a time there was a king of China who lived in a beautiful old glass castle. The floors of the castle were made of little blue and white and red stones, and in the windows of the castle were small pieces of colored glass shaped like red and yellow flowers, blue birds and green trees.

Outside the castle, on all four sides of it, was a strange and beautiful garden. In it were flowers and plants that could not be found any place in the world.

Comprehension Check

(F) 1. Describe the castle that you read about in the story.

(accept any reasonable answers)

(F) 2. Who lived in the castle? (a king)

(F) 3. Would you say from what you read that the castle was beautiful? (yes)

(F) 4. Describe the garden. (accept any reasonable answer)

(I) 5. Do you think a person who lived in a place like this could be happy?

THIRD LEVEL SILENT AND/OR ORAL SELECTION

Harper-Row from Faraway Places
pages 194-195

Motivation:

Have you ever gone to a fair? What might you ride on at the fair? Our story tells about a boy named Timothy and his duck that go to the fair. They go for a ride on the Ferris wheel and something happens to them while on the ride. Let's read to see what happens.

I'LL TAKE A CHANCE (200 words)

Then it happened. It happened just as the ferris man had said it would. It happened just as Timothy and the duck were at the very top. The lights twinkled out. The ferris wheel stopped.

Timothy looked down from his high seat. There stood the peanut man looking up with his mouth open. There was the ferris man pushing on the big lever. Pushing and pulling.

Minutes went by. Timothy sat looking down at the crowded streets of the fair. He was not afraid. Up there it was fun for him and for the little duck. It was exciting. He even started to sing the peanut man's song very, very softly.

Down below the ferris man had stopped pushing and pulling on the lever. That was getting him nowhere. The ferris wheel did not start. Once more he lifted his monkey wrench high above his head and slammed it down on the engine. He pounded away at this and then at that.

It was fun for the duck until that pounding started. The duck couldn't stand that noise. He stretched his neck far down over the edge of the seat and quacked his loudest.

The ferris man couldn't stand that.

"Make that duck keep still!" he yelled at Timothy.

"Make him shut his mouth. Do you want to stay up there forever?

Comprehension Check:

(F) 1. Where are they when the ferris wheel stops?

(F) 2. What was the ferris man doing?

(F) 3. What does Timothy do?

(F) 4. How does the ferris man try to fix the ferris wheel?

(I) 5. Why does the duck start quacking?

(F) 6. How did the duck and Timothy feel when the ferris wheel stopped?

FOURTH LEVEL SILENT AND/OR ORAL SELECTION

Harper-Row from Trade Winds - p. 226; par. 4

Motivation:

Bobby and his cousin, Tom explore the cliffs along the beach for hidden pirate treasure. They find balls of clay hidden in holes. A museum manager after hearing about the balls is very interested in the findings. Why do you think that he is interested in the clay balls? Let's read to find the answer.

BALLS OF CLAY (220 words)

Bobby couldn't help wiggling a bit all during dinner. He couldn't even keep his mind on the wonderful taste of the roast beef and mashed potatoes. He was eating too fast. Still when Mr. King began talking about pirates, Bobby became so interested that he almost forgot about his apple pie. Then he quickly swallowed that.

At last everyone moved into the livingroom. Bobby handed the knife to Mr. King and the visitor began scraping away. For what seemed like a very long time there was nothing but clay. Then the ball cracked. Out rolled a small but shiny stone. Mr. King held it up to the light. Indeed it did glisten!

"Wh-what is it, Mr. King?" Bobby asked, and then held his breath waiting for an answer.

"Well, son, it will have to be tested, but it seems to be a perfect blue-white diamond! Looks as if you might have found and lost a fortune at the young age of ten!" Mr. King's forceful voice resounded through the room.

Bobby grasped. He turned and raced back up the stairs. His hands scrambled through his desk drawer to find a pen and a piece of note paper. He began to write.

Dear Tom,

Guess what! We really did find pirate treasure in the cliff that day. Inside those clay balls are diamonds and other precious stones. Really!

As soon as you can, run back to our cave and see if there are any more clay balls in there. If there are, be sure to collect all of them.

I'll write again just as soon as I find out what we should do with them.

Here's hoping!

Your cousin,
"Blackbeard II" Grant

Comprehension Check:

(F) 1. Why was Mr. King interested when Bobby mentioned the clay balls?

(F) 2. What did Bobby learn about the clay balls from Mr. King?

(I) 3. Why did Bobby sign his name "Blackbeard II" in the letter?

(I) 4. What do you think is meant by the sentence?
"Looks as if you might have found and lost a fortune at the young age of ten!"

FIFTH LEVEL SILENT AND/OR ORAL SELECTION

(223 words)

Motivation:

Have you ever planted a tree of your very own? The following story explains what to do when planting a tree. Read the story and I will ask you some questions about it.

Brian and Cindy had planted a tree with high hopes of its growing to be big and healthy. Needless to say they were disappointed when the tree withered and died. Brian felt that they couldn't have planted it correctly. So off they went to the library to get a book that would explain exactly what to do when planting a tree. The following is what they read.

What to do before planting. When you dig a tree up, part of the roots are unavoidably cut off. Because of this the root system cannot be large enough to maintain the upper part of the tree in a healthy condition. Therefore, cut off the jagged and broken roots and prune the branches back one-third of their length.

What to do when planting. Be sure to dig the hole for the roots larger than is needed at the time, making it about as large at the bottom as it is at the top. Many times a tree from a nursery has a ball of earth around its roots. If this is the case, set the plant in the hole so that the top of the ball is two inches below the roots with good top soil to be packed firmly. A small depression should be left around the trunk so that the tree can get plenty of moisture until its well on its way to growing

Comprehension Check:

(I) 1. Why didn't the children plant their tree properly?

(F) 2. What is the proper way to dig a hole for a tree?

(I) 3. From what you just read what does the word prune mean?

(I) 4. What do you think the word depression means in this story?

(F) 5. What does the newly planted tree need for it to begin growing well?

SIXTH LEVEL SILENT AND/OR ORAL SELECTION

(139 words)

Motivation:

This is a story about a famous Frenchman who invented a method of reading and writing for the blind. After you have finished reading the story I will ask you some questions about it.

Have you ever thought about the method blind people use to learn to read and write. Most blind people use a system invented over one hundred years ago by a Frenchman named Louis Braille. Despite the fact that he became blind at the age of three he still managed to acquire a fine education and became a great teacher of the blind.

Gaining insight from his own experience, Louis Braille became aware of the difficulties sightless people came across when learning to read and write. Different methods using raised writing had been attempted, but they all proved to be too difficult. Braille realized this and set to work to find some way to make the job easier. After much hard work he developed a system which is now used by most blind people all over the world. This system bears his name.

Braille's system of reading and writing is like a code. The code is made of raised dots which are made with a tool that looks like an awl by perforating soft, thick paper. Blind people feel these dots with the tips of their fingers. As the tool is pressed on one side of the paper, the dots naturally appear on the other side, so that in order to feel the dots one must turn the paper over. You read Braille the same way that you read a book, from left to right, but when writing Braille you write from right to left.

Comprehension Check:

(F) 1. For what famous blind man was the system of reading and writing for the blind named?

(I) 2. Do you think Braille had an advantage when developing his system?

(F) 3. What type of tool is used to make the Braille code?

(F) 4. How is Braille read?

(I) 5. Why must a person write Braille from right to left?

SUMMARY SURVEY

Achievement Reading Score_____ Name_____

Intelligence Quotient_____ Independent Reading Level_____

Testing Date_____ Instructional Level_____

Examiner_____ Frustration Level_____

A check mark indicates that the student is having difficulty in the area designated.

Oral Reading Checklist

Reads word by word _____

Phrases inappropriately _____

Reads through punctuation _____

Excessive mispronounciation _____

Faulty enunciation _____

Monotonous voice _____

Voice pitch too high _____

Excessive repetitions _____

Loses place _____

Inadequate sight vocabulary _____

Guesses incorrectly from context ____

Tense or nervous _____

Reads slowly _____

Skips words _____

Add words _____

Reads too fast _____

Does not try unknown words _____

Silent Reading Checklist

Lip movements_____

Head movements_____

Finger pointing _____

Marked insecurity _____

Poor posture _____

Lack of interest _____

Phonics Checklist

Initial consonants _____

Final consonants _____

Initial consonant clusters ____

Final consonant clusters _____

Initial consonant digraphs _____

Final consonant digraphs _____

Long vowels _____

Short vowels _____

Other vowels _____

Poor recall _____

Substitutes words _____

Other comments _____

_____

_____

Comprehension _____

Verbs _____

Nouns _____

Suffixes _____

Prefixes _____

Syllables _____

Reading Attitude Comments _____

_____

_____

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